

Welcome to Charter Vision Teacher Resources! Charter Vision is a statewide newspaper written by students of charter schools for charter schools and the surrounding community. Charter Vision began in 2003 at ARTech Charter School in Northfield, Minnesota. The school received a private foundation grant to spread information in their community about charter schools. The newspaper grew out of that idea, and an advisory group was formed to discuss how to turn this ARTech project into a statewide initiative. During the first year of Charter Vision, The Minnesota Association of Charter Schools (MACS) provided funds for printing and distribution to charter schools around the state and other “friends” of the charter school movement. Since then advertising has been sold to fund these activities. This curriculum has been developed as part of collaborative grant from the State of Minnesota.

While this curriculum was being developed, we took into consideration the diversity of charter schools and their students. We have designed lessons that can be adapted to the ages and abilities of the students in your classroom. The lessons have been connected the Minnesota State Academic Standards and are listed for your convenience. It is our hope that you can use these lessons in your classroom and that they will benefit your students.

There are many benefits to using the Charter Vision Teacher Resources. One of the benefits is to allow Charter Vision to be part of your classroom and part of the charter school movement. Students can read this paper for enjoyment and teachers can use the articles as examples of student writing. Another benefit is that the lesson ideas generate student writing that can be submitted for the print or on-line version of the Charter Vision newspaper.

Our goals for this Charter Vision curriculum are that the newspaper will become a teaching tool in charter schools throughout Minnesota. Students will develop communication skills by writing and sharing their ideas with their peers in the community. By having their work published in the on-line or print version of the newspaper, students will develop a joy of writing that will improve their confidence and abilities. Teachers will be able to use this resource easily in addition to their current curriculum.

We understand that schools and teachers assess their students in different ways. Some use letter grades or assign a numerical value to the student’s work. Others use rubrics or self-evaluations to assess student learning. We encourage you to create your own assessment to meet the needs of your school and students.

Thank you for using the Charter Vision Teacher Resources. We look forward to reading student work in upcoming Charter Vision issues!

Sincerely,

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Facilitator Manual

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Twenty-Five Great Ideas for Teaching Current Events!

Looking for ways to work news into your classroom curriculum? Check out these great ideas for connecting current events to all subjects!

THE ACTIVITIES!

This first activity won't make better or more interested newsreaders of your students -- but it was too interesting not to include in our list! Taken from an ERIC document, *Twenty Ideas for Teaching Science Using the Newspaper*, the first activity provides a recipe for keeping old newspaper clippings from turning yellow. Try it!

Preserving the news! Dissolve a milk of magnesia tablet in a quart of water, and let it stand overnight. Pour the mixture into a flat baking pan large enough to hold the news clippings that you want to preserve. Place the clippings in the solution so they're completely covered by the liquid. Let them soak for an hour. Then take them out and pat them dry. They'll be crisp and new for a long time to come! (This works because the magnesium carbide in the solution neutralizes the acid in the paper; it is the acid that makes the newspaper yellow.)

Listening for details. Students can do this activity individually or in small groups. Ask students to listen carefully as you read aloud a story from the day's newspaper. (Story length will vary by grade level.) Then hand out to students a sheet with questions about details from the story. The higher the grade, the harder (more detailed) questions you can ask. Invite students or groups to respond to the questions. Who caught the most details?

News-mapping. Post a map (a community, state, U.S., or world map, depending on the focus of your current events curriculum) on a bulletin board. Post stories around the map and string yarn from each story to the location on the map where the story takes place.

More news-mapping. Take a look at the front page of the local newspaper each day. Plot on the map the location of each of the news stories on that page. Invite students to use the scale of miles on the map to figure out how far each place in the news is from your community. If longitude and latitude is a skill your students are expected to master, students might plot each location's longitude and latitude to the nearest degree.

News scavenger hunts. Provide students with a list of things to find on the front page of today's newspaper. Students might hunt in the paper for math-related words and terms (a percent, a measurement of distance, a cost, an address, and a fraction) or grammar-related terms (a present-tense verb, a past-tense verb, a proper noun, an abbreviation, a colon, and a list separated by commas). Or students might scavenge the main sports page for a list of sports-related terms. Or you might let students work in small groups to hunt for as many nouns (or proper nouns, or verbs) they can find in a story or on the front page. The group that finds the most is the winner!

A to Z adjectives. Each student writes the letters from A to Z on a sheet of paper. Challenge students to search the day's front page (or the entire newspaper, if your students are older) for an adjective that begins with each letter of the alphabet. Students cut the adjectives from the newspaper and paste them on their list.

Graphing the news. Pull facts from the news that lend themselves to graphing (e.g., the cost of a postage stamp, the population of your community, the number of barrels of oil imported). Provide students with the information needed and invite them to create a bar, line, or picture graph to depict that information.

Scanning the page. Provide a copy of a news story for this activity that teaches the skill of "skimming for information," or let all students work with their own copy of the front page of the same daily paper. Provide a list of words from the story/front page and invite students to skim the page to find as many of those words as they can. Set a time limit. Who finds the most words before time runs out?

Abbreviation/acronym search. The names of many common organizations are shortened to their acronym form when used in news stories. For example, the American Broadcasting Corporation becomes ABC, the National Organization for Women becomes NOW, and the National Aeronautics and Space Administration becomes NASA. Also, abbreviations are commonly used for state names and some titles, such as Tex. (for Texas) or Sen. (for Senator). Invite students to work in groups to find and create a list of acronyms and abbreviations they find in the daily newspaper. (Note: You might include the classified ad section in your students' search. Many abbreviations can be found there.)

Local, national, or international? To develop your students' understanding of a news story's "place," create a bulletin board divided into three sections. Invite students to bring in from home news stories that might fit into each of the three sections. News of the community or state will be posted in the "Local" section. News of interest around the country will fit in the "National" section. And world news will be posted in the "International" section.

Headline match. Collect ten news stories and separate the story text from the headline. Number each headline from 1 to 10. Assign a letter, from A to J, to each story text. Invite students to match each headline to the correct text.

The five Ws. Introduce students to the 5Ws found in most news stories. Often, the five Ws are introduced in a story's opening paragraph. Create an overhead transparency of a major news story. Invite students to talk about the *who*, *where*, *when*, *what*, and *why* of the story. Circle or highlight and label the areas of the story that tell each of the five Ws. Then provide each student or group of students with a news story and ask them to report to the class the *who*, *where*, *when*, *what*, and *why* of the story. Students might underline each of the five Ws with a different colored crayon.

A five W variation. Provide each student with a news story. The student lists on a separate sheet of paper the *who*, *where*, *when*, *what*, and *why* of the story. Then the students' papers are collected and redistributed so no student has his or her own sheet. Each student takes a look at his/her five W list and writes the opening paragraph of a news story based on that information. At the end of the activity, students share their stories and the original stories to see how they compare. How accurate were the students' stories?

Sequencing the facts. Select a news story that includes a clear sequence of events. Write each of the facts of the story on a separate strip of paper. Invite students to order the sentence strips to tell the story in its correct sequence. (Option: Once you've done this activity, you might invite

students to do the same thing. They can retell the events of a story in five simple sentences, each written on a separate strip of paper. Then each student shares the activity he/she created *and* a copy of the original story with another student, who gets to try the activity.)

Why is it news? Each day, newspaper editors around the world must make decisions about which stories they will publish. Stories make it into newspapers for many different reasons. Invite students to look at the stories that have made the front page of a local newspaper during the last few days and to talk about why each of those stories made headlines. Among the reasons students might come up with are these:

- Timeliness -- News that is happening right now, news of interest to readers right now.
- Relevance -- The story happened nearby or is about a concern of local interest.
- Magnitude -- The story is great in size or number; for example, a tornado that destroys a couple houses might not make the news but a story about a tornado that devastates a community would be very newsworthy.
- Unexpectedness -- Something unusual, or something that occurs without warning.
- Impact -- News that will affect a large number of readers.
- Reference to someone famous or important -- News about a prominent person or personality.
- Oddity -- A unique or unusual situation.
- Conflict -- A major struggle in the news.
- Reference to something negative -- Bad news often "sells" better than good news.
- Continuity -- A follow-up or continuation to a story that has been in the news or is familiar.
- Emotions -- Emotions (such as fear, jealousy, love, or hate) increase interest in a story.
- Progress -- News of new hope, new achievement, new improvements.

In the days ahead, study each front-page story and talk about why editors decided to put the story on page one. Which reason(s) on the students' list would explain the newsworthiness of the story?

Voice your opinion. Set up a tape recorder in a convenient location in the classroom. Pose to students an opinion question and let them think about it for a few days. When students are ready, they can take turns expressing their opinions to the recorder. This can be a little less threatening for some students than talking in front of a class would be. Later in the week, once all students have had a chance to express their opinions, you might begin a class discussion of the question by playing back the tape or by sharing select opinions that you cull from it.

Charting the weather. The weather page in the newspaper can be the starting point for many great classroom activities. The class might follow the local weather for a week or a month and create charts and graphs to show the ups and downs of temperatures. Or each student might follow the weather of a different city in the United States (or the world) for a set period. Students can use the collected information to compare weather (high and low temperatures, total precipitation, sky conditions, etc.) in different places.

Create historical newspapers. Challenge students to create a newspaper about a period of time they are studying. If students are studying U.S. history, they might include stories such as "Pilgrims and Indians Gather for Feast" and "Lincoln Wins Election." The stories relate the facts as students have researched them. Students should include each of the five Ws in their first paragraphs.

Plan a healthful menu. After a study of nutrition, invite students to plan a healthful menu for a day. Provide three paper plates for each student; each plate represents a different meal --

breakfast, lunch, and dinner. Invite students to find and cut out from newspapers, magazines, store ads, etc., pictures of foods and to arrange them into healthful meals on the three plates. Invite students to share the results, which will make a colorful and attractive bulletin board!

You be the editor. Rewrite a news story to include ten errors of punctuation, capitalization, or grammar. (Emphasize skills your students are working on in class wherever possible.) Invite students to "edit" your story free of errors!

THERE'S PLENTY OF MATH IN THE NEWS TOO!

Figuring an average. Students might collect classified "Homes for Sale" ads for ten homes in a given area or for homes of a given size (e.g., two-bedroom homes). Invite students to figure from those ads the average cost for a home. (Or students might figure the average rent for homes of similar characteristics from the "Apartments for Rent" section of the newspaper.)

More ad math. Invite each student to choose a job ad from the newspaper classifieds; the ad must include a yearly salary figure. (Teach students that the term "40K" often seen in job ads is short for \$40,000.) Invite students to figure from that salary figure the average monthly, weekly, daily (based on a 5-day week), and hourly (based on an 8-hour day) salary for that job.

Ad math #3. Provide a group of five ads from a local newspaper and the section of the paper that describes how much it costs to place an ad. Invite students to use the per-word or per-line cost information to figure out how much it cost to run each of the five ads.

Guess-timating! Provide each student with the copy of a news story. (Story length will vary depending on grade level.) Invite students to count the number of words in each of the first five lines of the story and to guess-timate, based on that figure, how many words long the whole story is. Older students might average the number of words in the first five lines and consider half-lines and other elements of a story to come up with a more accurate figure. Let students share their estimates and how they arrived at them. Then inform students of the exact number of words in the story (which you have pre-counted). A prize goes to the winner!

Furnish a home! Invite students to use store ads to figure the cost of furnishing a home. You might provide a list of items for each of four rooms, including a living room, a kitchen, a dining room, and a bedroom. For example, living room furniture might include a couch and side chair, a coffee table, a television, and an air conditioner. Older students might also need to figure the cost of carpeting the living room! (Options: Provide students with a budget for furnishing a four-room home and let them set priorities for the furnishings they'll select. For older students, state and local sales taxes might be figured as part of the total cost.)

How to Read a Newspaper

Subject: Reading

Standard:

Strand: Speaking, Listening and Viewing

Sub-Strand: Viewing

Standard: The student will become familiar with structure of printed material

Benchmark: 1. Follow print (words and text) from left to right and top to bottom. 2. Turn pages sequentially from front to back.

Grade Level: K-2

Purpose: To teach students the correct way to read a newspaper.

Objectives: To learn how to read a newspaper correctly.

Materials: Charter Vision Newspaper for each student.

Essential Questions: 1. Using your finger, point to an article and show me how to read it. 2. Show me how you turn the pages in a newspaper.

Lesson: Have the students sit down and explain to them that a newspaper is a way to get information to a lot of people. Explain that Charter Vision is a newspaper that people all over the state of Minnesota can read. It is written by students at charter schools for charter school students, families and their communities. Ask the students if they have seen a newspaper before and where. Continue on that a newspaper is different than a book because there are a lot of different stories on the same page. Therefore, there is a special way to read it. Pick an article and teach away!

Minnesota Map Search

Subject: Geography

Standard:

Strand: Geography

Sub-Strand: 1. Concepts of Location 2. Maps and Globes

Standard: 1. Students will demonstrate working knowledge of the cardinal directions. 2. The student will use and create maps and globes to locate people, places and things.

Benchmark: 1. Students will use cardinal and intermediate directions to locate places. 2. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.

Grade Level: K-6

Purpose: To locate cities and towns on a map of Minnesota

Objectives: 1. Use a map and locate cities and towns. 2. Find the location of other charter schools in Minnesota.

Materials: Charter Vision Newspapers or mnchartervision.org website, map of Minnesota with cities and towns

Essential Questions: How many charter schools are there in Minnesota? Describe the locations of these schools (using cardinal directions or regions of Minnesota)

Lesson: Using a Charter Vision Newspaper or mnchartervision.org to find the names and locations of Minnesota charter schools, have students work alone, in pairs or groups to find the locations of these schools on a Minnesota map. Have them locate as many as they can and describe them in location to their school.

Sequence Search

Subject: Reading

Standard: Reading and Literature

Strand: Comprehension

Sub-Strand: Literature

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

Benchmark: Identify, describe and respond to literary elements of characterization, plot, setting and theme.

Grade Level: 2-6

Purpose: To realize that there is an organization to pieces of writing, and that there is a beginning, middle and end to writing.

Objectives: Students will figure out the correct sequence of the information.

Materials: articles from Charter Vision that are academically appropriate, envelopes

Essential Questions: Explain what a sequence is. Explain the sequence of a familiar story you know to your teacher (Ex. Three Little Pigs).

Lesson:

Take some articles from Charter Vision newspaper or print them off of chartervision.org. Cut the articles into strips and place each article in an envelope. Have students put the articles in the correct order by reading them and figuring out the proper sequence.

5 W's and an H

Subject: Reading

Standard:

Strand: Reading and Literature

Sub-Strand: Comprehension

Standard: The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read or listened to.

Benchmark: Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational text.

Grade Level: 1-6

Purpose: To answer questions about who, what, when, where, why and how.

Objectives: Read an article and understand the main points of what was read.

Materials: Charter Vision Newspapers

Essential Questions: Who is involved in this story? What is the story about? When did the major action happen? Where did it happen? Why did it happen?

Lesson: Give each student an article to read from the Charter Vision Newspaper that is reading level appropriate. Ask the students to look for answers to these questions: Who is involved in this story? What is the story about? When did the major action happen? Where did it happen? Why did it happen? Invite the students to share what they read with a partner, small group, or the class OR by writing the answers on paper.

Alphabetize It!

Subject: Reading and Literature

Standard:

Strand: Reading and Literature

Sub-Strand: Research

Standard: The student will locate and use information in reference materials

Benchmark: Alphabetize by first letter.

Grade Level: 1-6

Purpose: To practice alphabetizing

Objectives: Using words from or headlines in the Charter School newspaper, put the words in alphabetical order.

Materials: Charter Vision newspaper headlines, envelopes

Essential Questions: How do we alphabetize words? How do we alphabetize words that start with the same letter? What are some strategies you use to help alphabetize? Why do we alphabetize?

Lesson: Depending on the age and experience of your students with alphabetizing, review with students what it means to put things in ABC order and why we do this. After the necessary review, give the students envelopes with words of headlines from the Charter Vision newspaper. Have students put them in correct ABC order. Then have the teacher or another students check/correct them. After students have practiced, have a race with students who want to compete. Then review essential questions.

What the Heck Does That Mean?

Subject: Reading and Literature

Standard:

Strand: Reading and Literature

Sub-Strand: Vocabulary Expansion

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

Benchmark: Use of dictionaries and glossaries to understand the meaning of new words.

Grade Level: 2-6

Purpose: For students to use a dictionary to look up words they don't know while reading to expand comprehension and vocabulary.

Objectives: 1. The student will learn and practice a reading strategy to improve comprehension of material. 2. The student will practice dictionary skills. 3. When might someone need to use a dictionary to help when reading?

Materials: Charter Vision Newspapers, dictionaries, notecards, pencils

Essential Questions: 1. What do you do when you come to a word you don't know while reading? 2. Explain a process for figuring out words you don't know when reading.

Lesson: Ask students if they read. Have them tell you where and when and what types of material they read. Ask them about any problems they may run into while reading. See if they come up with, or else talk to them about coming to words you don't know when reading. Explain that it is something that happens to the best of us. Talk about strategies people can use when they don't know a word. Some ideas may be using the context, asking someone if they know, using a dictionary, etc. Tell them that you are going to practice using the dictionary when coming to unfamiliar words. Explain that this is important because it is a skill that you will use besides just in the ____th grade. It may be important when reading directions, in high school or college, etc. Model to the students using a charter vision newspaper. Read a short article out loud and have students think if there are words that they don't know. When someone finds a word they don't know, look it up in the dictionary, explaining how you find words. Your explanation will depend on the exposure your students have had. Follow this routine: 1. Read the sentence. 2. Look up the word you don't know and the definition that matches. 3. Read the sentence again, substituting the new definition for the word. 4. Continue reading.

Have students pick an article to read and underline words they are unsure of. Give the students a notecard to write down the word(s) and definitions. If students do not find a word they don't know in an article, have them read another article until they do!

Novel Newspaper

Subject: Reading and Writing

Standard:

Strand: Reading and Literature

Sub-Strand: Comprehension

Standard: The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read or listened to.

Benchmark: Retell, restate or summarize information orally, in writing, and through graphic organizers.

Grade Level: 1-6

Purpose: To get students to write a newspaper after reading a class novel.

Objectives: 1. Read and understand a novel. 2. Write a news story on a specific aspect of the novel.

Materials: Class novel, paper and pencils or word processor(s)

Essential Questions: Describe the major and minor characters in the story. Describe the setting(s) of the story. Explain the beginning, middle and end of the story. What were the problems in the story? What were the solutions in the story?

Lesson: After students read a novel, have the class create a newspaper that summarizes it. A news story could tell about the plot advances, problems and solutions in the story, or what happened in the beginning, middle or end of the story. Feature stories could focus on characters and their relationships (either during or after the story), travel articles focused on the settings, editorial columns, entertainment reviews or advertisements. Pictures could be drawn to match the articles.

Your Inner Poet

Subject: Writing

Standard:

Strand: Speaking, Listening and Viewing

Sub-Strand: Speaking and Listening

Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.

Benchmark: Explain and clarify needs, feelings and ideas to peers and adults in complete sentences.

Grade Level: K-6

Purpose: To express needs, feelings and ideas to others in a safe environment.

Objectives: 1. Express needs, feelings and ideas to others in a safe environment. 2. Put thoughts into writing/poetry.

Materials: pencil and paper

Essential Questions: How do you feel when you are telling someone how you feel? When you talk about ideas with others first, how does this affect your writing?

Lesson: Facilitate a conversation based on something in the news, an issue at school, a current unit you are teaching, a book, etc. Have students put themselves into the position of others or themselves and discuss either what they need, think or feel about something. For example: Friendship ~ I feel wanted when a friend asks me to play. I feel devastated when someone makes fun of me. I feel.... Then have the students write what they expressed into a simple poem called I feel... or I need... or I think... or a combination. Then submit to Charter Vision newspaper!

Descriptive Writing

Subject: Writing

Standard: Reading and Literature

Strand: Writing

Sub-Strand: Types of Writing

Standard: The student will compose various pieces of writing.

Benchmark: Write in a variety of modes to express meaning, including: descriptive.

Grade Level: 2-6

Purpose: To produce writing that helps the reader imagine they are there through the use of descriptive words, not just “being told”.

Objectives: 1. Produce a descriptive piece of writing using the writing process. 2. Use descriptive words to produce an image in the readers mind.

Materials: paper, pencil, imagination

Essential Questions: What are ways you can describe things? Why is important for a writer to be descriptive?

Lesson:

Model this lesson by having the students compare two pieces of writing about something important to you, the teacher. Have one sound very descriptive and the other non-descriptive and boring. Ask the students what one they liked better and why. Facilitate a discussion. Next, have the students pick a topic that they know a lot about and that is personal to them. This could be a favorite place they go, a favorite possession, an event that happened to them, something hard that they struggle with, etc. Have them either make a story web or some sort of prewriting activity.

Have the writer answer some questions such as:

What do you see?

What do you feel?

What do you hear?

What do you smell?

What do you taste?

Why is it important to you?

What have you learned from it?

How has it made you change?

Then have the students create a descriptive piece of writing. An idea for editing is to have a peer-edit session where a partner reads the work and asks any questions about clarification and proofreads for mistakes. Finally, publish your writing by submitting it to Charter Vision newspaper!

Informative Writing

Subject: Writing

Standard: Reading and Literature

Strand: Writing

Sub-Strand: Types of Writing

Standard: The student will compose various pieces of writing.

Benchmark: Write in a variety of modes to express meaning, including: informative

Grade Level: K-6

Purpose: To be able to communicate in writing how to do a task.

Objectives: Students will be able to write all the materials and necessary steps to make something, using both directions as well as sharing helpful hints from experience.

Materials: paper and pencil (If possible, acting out the steps may be helpful in writing them down)

Essential Questions: Describe writing what it was like thinking of all the steps. When do we use directions in our life? Why are clear directions important? What happens if directions are not clear?

Lesson: Ask students what they do if they need to know how to do something. For example, what to do on a homework assignment. Hopefully someone will say “read the directions.” Ask students about other times it is helpful to read directions. Some ideas may be cooking, homework, playing a game, using an appliance or traveling somewhere. Ask them some questions like “what would happen if some of the steps were missing?”

Then have a student pick something to write directions to, and explain that this kind of writing is called informative, because you are giving someone information about how to do something. An example could be: Directions for walking from room 105 to art class. Have the students explain the steps and write them down. You may even want to have the class follow the steps and see if they make it there. Try and have students give directions for something that others may not know how to do, like making a favorite after school snack! Then submit to Charter Vision!

Persuasive Writing

Subject: Writing

Standard: Reading and Literature

Strand: Writing

Sub-Strand: Types of Writing

Standard: The student will compose various pieces of writing Benchmark:

Benchmark: Write in a variety of modes to express meaning, including: persuasive

Grade Level: 4-6

Purpose: To express oneself and one's opinion clearly and to persuade others to think that way.

Objectives: Create a piece of writing on a topic that affects the way others think about the topic.

Materials: copy of *Sojourner Truth Class Pet* off chartervision.org, paper, pencil

Essential Questions: What is persuasion? Why would you persuade someone? How can you persuade someone through writing?

Lesson: Discuss with students what they do when they ask for something and their parents say no, or when they want a friend to do something with them. Most people try to entice others with the power of persuasion. Go on chartervision.org and find the article *Sojourner Truth Class Pet*, or search in the key word "rat" and it should come up. Read this article to the students. Ask them what the writer's message is and what the writer wants the reader to think. Talk about persuasion. Have students write about a topic and persuade the reader to agree with them. This could be about something being studied in school, why someone should get a certain kind of dog, go someplace on vacation, etc. Just make sure there are some facts to back it up! Then submit to Charter Vision!

Friendly Letters

Subject: Social Studies, Writing

Standard: Reading and Literature

Strand: Writing

Sub-Strand: Types of Writing

Standard: The student will compose various pieces of writing.

Benchmark: Write in a variety of styles to express meaning, including: friendly letter

Grade Level: K-6

Purpose: To practice letter writing and creativity.

Objectives: Learn the parts of a letter and be able to write one.

Materials: A friendly letter format visual aid.

Essential Questions: What are letters and why do people write them? What are the parts of the letter? What kind of information could you include in letters?

Lesson:

If students are researching people in social studies class or learning about real or fictional characters in books, write them a friendly letter. First explain what letters are and why people write them. Then discuss the parts of a friendly letter. The letter should have a heading (address and date), the salutation (greeting), the body (the information you are writing in your letter) and the closing (Sincerely, Your friend, Love, or Very truly yours are common). The letters may include a compliment to the individual and questions they want answers to. Some examples may be to Martin Luther King Jr., George Washington, etc. Then submit to Charter Vision newspaper!

Subject: Writing

Narrative Writing

Subject: Writing

Standard: Reading and Literature

Strand: Writing

Sub-Strand: Types of Writing

Standard: The student will compose various pieces of writing.

Benchmark: Write in a variety of styles to express meaning, including: narrative.

Grade Level: 2-6

Purpose: To write a personal story that show, not tell, and contains the elements of a story.

Objectives: Write a narrative including elements of a story.

Materials: paper, pencil, imagination.

Essential Questions: What is a narrative? What are the elements of a story?

Lesson:

When you write a narrative essay, you are telling a story. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph. (For test taking purposes, it can be wise to put it first so that the person grading does not miss it.

Since a narrative relies on personal experiences, it often is in the form of a story. When the writer uses this technique, he or she must be sure to include all the conventions of storytelling: plot, character, setting, climax, and ending. It is usually filled with details that are carefully selected to explain, support, or embellish the story. All of the details relate to the main point the writer is attempting to make.

To summarize, the narrative essay

- *is told from a particular point of view
- *makes and supports a point
- *is filled with precise detail
- *uses vivid verbs and modifiers
- *uses conflict and sequence as does any story
- *may use dialogue

Remember, your job as a writer is to show, not tell!

Some possible topics are

- *Everyone Has Been Scared Sometime
- *The Day I felt So Proud

*Someone in My Family Deserves an Award

*My favorite Gathering

(From www.geocities.com)

Here is a tip from a teacher on Proteacher.net for writing narratives.

I use a planner called “C-SPACE” to help my third graders learn the components of a good story.

Our state has third graders focus on writing personal or imaginative narratives. I have found this planner to be wonderful in helping students ensure they have all the proper parts of a story.

C stands for characters. I encourage them to limit their characters to 3. Makes for less confusion.

S stands for setting. Where and When.

P stands for prompt. You can rephrase to mean main idea. What is the story all about?

A stands for action. I tell my kids this is the “meat” of the story, the middle, where lots of exciting things happen.

C stands for conclusion. The last important even of the story that wraps everything up.

E stands for elaboration. How did you feel about what happened? I encourage them to use strong feeling statements.

(From proteacher.net ~ Narrative Planner posted by Jennie)

Riddles

Standard: Reading and Literature

Strand: Writing

Sub-Strand: Types of Writing

Standard: The student will compose various pieces of writing.

Benchmark: Write in a variety of modes to express meaning, including: descriptive.

Grade Level: K-6

Purpose: To work on being a descriptive writer and to see the world through the eyes of others.

Objectives: To write a riddle using descriptive and creative words.

Materials: paper and pencil

Essential Questions: What steps did you use to write your riddle?

Lesson: Writing riddles. Have a riddle ready for the students. Have them use the clues to guess what you are talking about. Then write a riddle together. First, think of an object. Maybe have a bag of random things found in the room, home, or outdoors. Next, think of what you would see if you looked out the “eyes” of the object. Last, describe what you would see. End with “What am I?” Share with others and submit to Charter Vision newspaper!

Here is an example I once read somewhere. I will try and remember how it goes.

I was walking down a straight path surrounded by tall trees without leaves. All of a sudden it started to rain. I tried to hang on to one of the trees. Then without warning, a large bird of some sort flew out of the sky and knocked me away from the tree and I somehow fell off of a cliff. I landed into a white sea. A current took me away and I fell down a large waterfall and began swirling around and around and around. What am I?

Answer: a head lice. Get it? The trees are the hair, the rain is the shower, the bird is a hand, and it fell into the bathtub and down the drain. Gross, but fun!

Plagiarism

Subject: Writing

Standard: Reading and Literature

Strand: Writing

Sub-Strand: Research

Standard: The student will locate and use information in reference materials.

Benchmark: Define plagiarism and avoid its use.

Grade Level: 3-6

Purpose: To teach students what plagiarism is and the consequences of it.

Objectives: The student will define plagiarism and avoid its use.

Materials: downloadable worksheets (2) from: "Whose is it, anyway?"

http://www.cybersmartcurriculum.org/lesson_plans/45_08.asp

Essential Questions: What is plagiarism? What are the consequences of plagiarism?

Lesson:

In today's world it is easier than ever to copy others' work and pretend that we wrote it. However, this is unethical. Students need to learn what plagiarism is and its consequences. They should also know conditions that make copying acceptable.

Print off the worksheets from the web site listed above. Have the students fill out worksheet number one in pairs or by themselves. Then have them read the information on worksheet number 2 before discussing worksheet number 1. The answers are also given on the website.

Discuss your classroom or school's policy on plagiarism and the consequences. Discuss copyright laws, which can be found on the website above.

When finished, read this poem found at

<http://www.thescoop.net/doggerel.htm>

Don't Be in Haste to Copy and Paste!

Point and click, Copy and paste.

Grab it now, No time to waste

Display it there, Up on your site.

Say it's yours, Oh, you're so bright.

Use it now, It cannot fail,

Until the judge Sends you to jail.

Save your pennies, The suit will come -oh,

And then you'll wish You'd won the lotto.

Now you'll work From dawn 'til night,

Paying for Your stolen site.

A check each month, 'Til life shall end,

•Unto your victims You will send.

So...

Before you point And click and paste,

Think again. Don't be in haste.

Oh do you have A hundred K

In your account For you to pay?

No???

Perhaps it's worth The awful pain...

If you have one, Use your brain.

Catchy Captions

Subjects

- Language Arts

Grades

- K-2
- 3-5

Brief Description

Students write captions for pictures cut from newspapers and then match the real captions to the pictures.

Objectives

Students

- define the word *caption*,
- demonstrate creative thinking and creative writing skills in writing captions about newspaper pictures,
- demonstrate critical thinking and reading skills to correctly match pictures and captions.

Keywords

newspaper, caption, catchy, picture, photo, photograph, creative writing, creative thinking

Materials Needed

- newspaper photos (at least one per student)
- scissors
- writing paper
- pencils
- tape
- a paper bag

Lesson Plan

- Prior to the lesson, collect photos with captions from newspapers. Create an answer key or a code so you know which captions and pictures go together. Cut apart the pictures and captions (except for one or two to use as examples). Put the pictures in the bag.
- Show students newspaper pictures with captions. Discuss the meaning of the word *caption*.
- Tape a picture without a caption to the board. Ask students to make up a caption for the picture. Write the caption on the board under the picture.
- Write the real caption on the board next to the picture. Ask students to determine how close they were to the real description.
- Give each student one picture from the bag. Tell each student to write a caption for the picture.
- Upon completion, give each student the correct caption for his or her picture. Have students determine how close their captions were to the real captions.

Variations:

- For younger students, work together as a class to create and match captions and pictures.
- Have students work in small groups to create the captions.
- When everyone has finished, give each student two captions and ask him or her to pick the caption that goes with the picture.

Report on a Reporter

Subjects

- Language Arts

Grades

- 6-8
- 9-12

Brief Description

Students invite a local newspaper reporter to speak to the class and write a newspaper-style article about the visit.

Objectives

Students demonstrate abilities to

- write a business letter and a thank-you letter to a reporter at local newspaper,
- develop questions to ask a newspaper reporter,
- use correct sentence structure, grammar, and spelling to write an article.

Keywords

newspaper, reporter, article

Materials Needed

- copies of a local newspaper
- computers with Internet access (optional)
- paper
- pens or pencils
- camcorder or tape recorder to record the visit (optional)

Lesson Plan

- Tell students that they are going to invite a reporter from a local newspaper to speak to the class.
- Have students study copies of your local newspaper, paying attention to the names of the reporters who write the articles. Ask them to choose one or more reporters to contact.
- Work together as a class to write the letter of invitation. If you have Internet access, you may want to send the letter to the newspaper via e-mail.
- Before the visit, have students brainstorm questions they would like to ask the reporter. Work together as a class to prepare the room for the visit (special decorations, refreshments, etc.).
- When the reporter arrives, ask permission to record the interview if you plan to do so. As the reporter answers each question, have students write down each answer.
- After the visit, have each student write a thank-you letter to the reporter. Tell students to include sentences describing what they learned and what they enjoyed most about the visit.
- Have each student compile the answers to the questions the class posed to the reporter. Help each student write a newspaper-style article about the reporter. Send the completed articles to the reporter with the thank-you notes.

Headline News

Subjects

- Language Arts

Grades

- 6-8
- 9-12

Brief Description

Students create stories using words cut from newspaper headlines.

Objectives

Students put together words to create headlines. Students demonstrate creative thinking and creative writing skills.

Keywords

newspaper, headlines, news, stories, articles, creative writing

Materials Needed

- For teacher: newspapers, scissors, large paper bag
- For students: paper; pens; tape, glue, or paste

Lesson Plan

- Prior to the lesson, collect newspaper headlines for several days. Cut apart the words in each headline, and put them in a large paper bag.
- Put a handful of words on each student's desk, or have each student pull at least five words out of the bag.
- Tell students to put the words together to form a headline and attach the headline to a sheet of paper using tape, glue, or paste.
- Have each student write a short story or an article to go with the headline.
- Compile the finished stories into a class "newspaper."

Variations: Have students write stories using words cut from tabloid headlines. For younger students, begin the lesson by discussing the meanings of the words *headlines* and *article*. Show students examples of newspaper headlines and articles.

Classified Ads of the Future

Subject:

Language Arts

Grade:

6-8

9-12

Brief Description

Students brainstorm jobs people might have in the future and write classified ads for those jobs.

Objectives

Students

- learn about classified ads,
- demonstrate creative thinking skills by brainstorming duties and titles of jobs people might have in the future,
- write classified ads,
- work together in cooperative groups.

Keywords

newspaper, classified ad, future, job, career

Materials Needed

examples of classified ads from the help-wanted section of local newspapers, paper, pens or pencils

Lesson Plan

- Discuss the meaning of the term *classified ad*. Show students examples of classified ads from the help-wanted section of the newspapers. Discuss the content of different help-wanted ads.
- Divide the class into small groups. Have each group create a help-wanted classified ad for a job 50 years in the future. Tell students the ad must include the job title, job description, salary range, and contact information. Encourage students to use their imagination!

Variation: With older students, have each student create a help-wanted ad.

Front Page News

Subject:

Language Arts, Ed. Technology

Grade:

6-8

9-12

Brief Description

Students compare and contrast front-page stories from two local or state newspapers.

Objectives

Students describe the similarities and differences in the contents on the front page of two local or state newspapers.

Keywords

newspaper, front page, news, local, state, headlines

Materials Needed

- front pages from two local, regional, or state newspapers with the same date (one set per group)
- paper
- pens or pencils
- computers with Internet access (optional)

Lesson Plan

- Prior to the lesson, collect the front pages from the same date of two different local, regional, or state newspapers. If you have Internet access, you might locate newspapers in your state at National News Sites or newspaperlinks.com. Print out the front pages for a specific date.
- Divide the class into small groups. Tell students to study the front page of each paper.
- Have each group complete the Newspaper Comparison sheet and report the results to the class. Tell students to include information about headlines, kinds of stories, use of color, typefaces, and anything else they note to compare and contrast the two newspapers.
- Have each group present their answers to the class.

Variation: Have students compare national newspapers and/or large metropolitan newspapers.

Johannes Gutenberg and the Printing Press

Subject:

Language Arts, Social Sciences, Ed. Technology

Grade:

6-8

9-12

Brief Description

Students use library or online sources to create time lines of the life of Johannes Gutenberg and tell the impact his invention, the printing press, had on the development of newspapers.

Objectives

Students learn about Johannes Gutenberg and the printing press. Students sequence historical events about the life of Johannes Gutenberg and the printing press in chronological order.

Keywords

newspaper, time line, Johannes Gutenberg, printing press, library, Internet

Materials Needed

- computers with Internet access, printouts from the online sources listed in the Lesson Plan, or library sources about the history of newspapers
- paper
- pens or pencils
- PowerPoint software (optional)

Lesson Plan

Ask students to define the term *time line* and to give examples of information that appears in time lines. Introduce Johannes Gutenberg, and tell students that they will each create a time line about the life of Johannes Gutenberg and about how his invention, the printing press, influenced the development of newspapers. The following are good Web sites:

- Johannes Gutenberg <http://www.ideafinder.com/history/inventors/gutenberg.htm>
- Johannes Gutenberg Biography
<http://web.archive.org/web/20030204151046/http://bbms.bigbear.k12.ca.us/historyday/bio.html>
- Media History Timeline: Johannes Gutenberg
<http://www.mediahistory.umn.edu/time/gallery/gutenb.html>
- Johannes Gutenberg and the Printing Press
<http://inventors.about.com/library/inventors/blJohannesGutenberg.htm>
- Johann Gutenberg
<http://web.archive.org/web/20001208062900/http://www.osl.state.or.us/csimages/bible/johann.htm>

- Printing Press <http://www.idealfinder.com/history/inventions/story039.htm>
- An Industry Born <http://www.dotprint.com/fgen/history1.htm>
- A Brief History of Newspapers <http://www.newspaper-industry.org/history.html>
- Publishing Timeline <http://www.infoplease.com/ipea/A0154485.html>

Editorial Cartoons

Subjects

- Language Arts
- Ed. Technology

Grades

- 9-12

Brief Description

Students work in small groups to create editorial cartoons about topics in the news.

Objectives

Students study and develop editorial cartoons. Students work together in cooperative groups.

Keywords

newspaper, editorial, cartoon

Materials Needed

- examples of editorial cartoons from various newspapers or from PoliticalCartoons.com
- current news topics written on 3-in. by 5-in. index cards
- a paper bag
- drawing paper
- crayons, colored pencils, or markers
- a computer drawing program, such as HyperStudio (optional)

Lesson Plan

- Show students examples of political cartoons from different sources. Discuss the cartoons. Ask students what they think the cartoonist's intent or main point was in each one.
- Divide the class into small groups. Have each group choose a card from the bag.
- Tell students that each group must work together to create an editorial cartoon on the topic noted on the card.
- When the cartoons are complete, have each group present and explain its cartoon to the class.

Variation: Have each group create a cartoon using HyperStudio or another computer-drawing program.

Preparing Students as Sales Professionals: Steps for Selling Advertising Space Professionally

Overview and Rational: When mentioning the many challenges that student journalist must tackle, one of the tasks that cannot be undermined is the "dreaded task" of selling advertisement. They have no idea where to start, who to call or see, or what to say. Just like beginning reporters find themselves intimidated by their source, most students find themselves intimidated by business owners and view advertising as a donation. Students need to understand they have the power to sell numerous ads no matter how shy they are by approaching it with professionalism, knowledge, and confidence.

Goals: To build student's confidence in selling ads through professionalism and improve his/her communication skills.

Objectives:

Students will be able to:

understand concepts related to newspaper business

appreciate the importance of business management

efficiently communicate with business owners in order to sell advertising space for the school newspaper

practice organizational skills

Activities:

Activity 1:

Write "school population" on the board and draw a circle around it.

Students will brainstorm what types of students make up that population.

Discuss things like:

What makes each kid tick? What type of people are they?

What type of hobbies do they have?

What do they enjoy most?

What is the make up of the population (Homestead Sr. is 46.7% Hispanic, 41.0% African-American, and 11.9% Caucasian/other).

Where do they live?

Where do they shop?

What do their parent do for a living?

Where do they work (students)? Where do they play?

Discuss above activity: Explain that the above brainstorming defines their newspaper's **Target Audience**. Target audience deals with marketing, marketing with advertising, advertising with business, business with newspapers, and newspapers with target audience. They are all interconnected!

Show and discuss the information below:
NEWSPAPER BUSINESS:

Readers	Advertisers	Circulator
Editor	Writer	Business side
Other media	Economy	Larger organizations

- Markets and their demands determine internal structure
- Internal structure determine product and services
- Product and services determine demand market performance
- What do economics mean to our newspaper? Four important components that deal with economics are:
 - reader
 - usefulness
 - readership
 - ad revenue
- All of the above affect each other. One must realize that money makes things happen in terms of sales and publication. They affect the community and real life situations. Take a look at the chart below.

ADVERTISING
Reader's attention to ads is sold
to advertisers



**INTELLECTUAL
MARKETPLACE OF
IDEAS**

**People want to learn and
exchange ideas.**

**INFORMATION
Editorials and
advertising are sold to
readers.**

Activity 2

- Students will work in pairs and brainstorm five businesses to call during class time (or at home). Be sure to write business names on the board to avoid calling twice. Through role-play with a partner, they must practice some lines in order to sound more professional before they make the actual call.

NOTE: They can modify script to feel more comfortable/eventually they will no longer need a script. Remind students that they need to have his/her schedule book and pen ready while calling. Rescheduling might cost you the ad sale.

- Distribute handout of script and have students practice reading script:

Selling Ads Via Telephone: Set a meeting with the company first.

Hi, my name is _____, and I am writer for Charter Vision (the newspaper), and I am calling prestigious companies such as yours to tell you about advertising opportunities. We would like to create a link between the community businesses and charter schools by giving you a chance to advertise through our publication. Our paper reaches _____ schools and _____ other locations, which means that more than 3000 people will be seeing your advertisement. When would be the best time to meet with you to discuss rates and show you some samples of our paper?

Activity 3:

- Distribute a hand out that outlines steps for a meeting with a business owner of manager of a store. (Attached in the following page)
- Role-play a mock sales meeting. Students may work in groups or in pairs. Students must go through steps listed in hand out.
- Distribute and explain your ad rates sheet and have one of the groups present their role-play in front of the class and discuss.

Coping with Bias

Objective

To help students understand their own biases and so be able to take them into account in their writing.

Many students seem to have a limited understanding of objectivity, bias and coming to terms with their own biases. Too often, in early discussions about objectivity, I've heard "I'm not prejudiced!" This lesson has helped them realize bias is endemic to the human condition, takes many forms, is different from prejudice, and that realizing their own biases (and those of others) and making use of that knowledge will make them better journalists.

Materials

Newspapers, at least one page/several articles for each student; bias audit, copies of school paper from five or more years ago.

Procedure

Introduce subject with a short class discussion of their understanding of what bias is. You might guide them toward discussing how it appears in everyday interactions; in how they think parents, teachers, administrators, etc., treat youth, or in how it differs from prejudice.

Distribute newspapers or newspaper sections/pages. Ask them to read several articles and identify where they think bias is shown, or where it could have influenced a reporter but didn't appear to.

Distribute bias audit. Have students spend 5-10 minutes completing it. It's probably more meaningful if those segments of your school, local or regional communities that spark any controversy or are potentially loaded are included (e.g., here the name of the local community college is nearly synonymous with someone who has no ambition and not much future – a loser).

Review the list. I've found going over them item-by-item elicits a lot of responses showing biases my kids weren't even aware anyone had or would have. It also seemed to make them most aware of their own hidden responses and why they might have them. An open discussion gave them room to be honest about their perceptions and able to articulate some differences between prejudice and bias.

They might address biases that seem to be held in common by those of same/similar gender, ethnicity, class or other characteristic (of course, with the caveat that such inferences also show or lead to bias).

You might also consider having them take one for a parent/guardian to fill out and discuss how age might affect bias.

Lastly, distribute issues of the school paper from several years ago – far enough in the past that reporter’s names are generally not known to the students. Students should read articles to identify bias and potential for bias.

How successful do they believe their newspaper is and has been in dealing with bias to ensure objectivity and credibility?

Assessment

Based on what you’ve found out about yourself and others, write a column of about 500 words on how bias affects us in our daily interactions, both consciously and unconsciously. As you are writing, keep in mind the following question: Can conscious bias have a positive affect anywhere in journalism?

Caption Writing Activity

Purpose: Students will learn the basic principles of caption writing and write a few captions for assigned photographs, sharing their work.

Instruction: Teacher should go over these basic principles of caption writing, adding others as needed.

Avoid stating the obvious. ("Looking into the camera...")

Identify all people in the picture who are seen clearly. Be sure to follow a pattern in doing the IDs, and tell your reader the pattern ("left to right", etc.)

Don't start a caption with a person's name or the name of the school.

Try not to start every caption in the same way. Be creative! Use a prepositional phrase ("During the state soccer tournament") and -ing words ("Kicking in for the last few yards"), or other techniques. Don't overuse any one technique!

For stand-alone feature photos, compose a headline to go with the caption.

Give the reader a lot of information in the caption. Use two or three sentences, if possible.

Using quotes in a caption adds a personal voice.

Be sure photographers are trained to get IDs and additional information as they take the pictures. Caption writing is so much easier this way!

Always include a photo credit. ("Photo by...")

Practice: Using a collection of old file photos, have students write captions for the pictures. It helps to have them work in groups of two or three to collaborate on this. Depending on time available, have them do one or more captions. Then have them read the captions aloud to the class as they show the class the picture and do group critiques of the captions.

NOTE: You will probably not have names readily available for old file photos, so tell students they can invent them. **However, caution them that making up information for regular publications work is an absolute NO-NO!**

If old file photos are not available, clip photos from newspapers and magazines, removing the caption and photo credit.

Should I Spend My Money? A Guide to Analyzing Reviews

Objective: Critically analyze entertainment reviews using a set of agreed upon criteria that distinguishes a well-written review, including the following: shows passion, shows knowledge of the subject, displays good writing skills, lends insight and new perspective.

Purpose: To be effective readers and consumers of entertainment reviews and articles of persuasion while working towards a goal of writing informative entertainment reviews.

Materials: Three reviews of the same movie, video, video game, book or CD. List of criteria to judge the review to be gathered in class. Newspaper reviews photocopied for students to practice on.

Activities

Activity One:

- Read the brief movie reviews aloud listed in the Sunday section of the newspaper to get students thinking about the purpose of reviews.
- Brainstorm why people read reviews.
 - Learn something about the plot
 - Learn which actors are starring
 - Learn the name of the director
 - Decide whether or not to spend money
- Define the critic's job
 - Be informed or knowledgeable about the subject
 - Pique interest without giving away the plot
 - Show passion for the genre
 - Lend insight that might be overlooked or give a different perspective
- Hand out one photocopied movie review that all students will use as a practice (not the same review to be used for the personal analysis).
- Read the photocopied movie review (entertainment review).
- Using a highlighter identify in the article where the shows the following:
 - Identify where the author shows specific knowledge
 - Identify where the author shows passion about the subject
 - Identify where the author piques the reader's interest
 - Identify where the author shows reader a different perspective
- Divide into groups and discuss findings.

Activity Two:

- Give students three different reviews of the same movie from three different publications (two different newspapers and one magazine or any combination to equal three).
- Students will compare and contrast the reviews and analyze for effectiveness using the established criteria for a good review.
- Students will choose the most effective review and write an analytical essay explaining and supporting their choice.

- Students will explain why the author persuaded him or her to see or not see the movie using evidence from the reviews.

Other Considerations

Students need not have seen the movie to read the reviews; in fact, it is better if they haven't. Students must have already been taught the analytical essay format.

Assessment

The assessment for this objective is whether the students were able to use the established criteria in their essays to analyze the review and if they were able to convey this analysis in essay form. Students must have identified each set of the criteria in the essay to receive full credit.

An Introduction to Newspaper Design

Summary: A unit on design principles that will tweak the technical knowledge vocational students have regarding desktop publishing skills. This unit will be taught in one week, which consists of five 90-minute blocks.

Generative topic

Design Principles: Understanding the rules behind creating a visually attractive publication

Generative objects

- Front page of the current Charter Vision newspaper.
- Copies of the front pages of the Star Tribune and USA TODAY newspapers.
- Copies of the front pages of a well designed high school newspaper and one that is not well designed.
- Large numbers of high school and college newspapers reflecting both good and poor design.
- Glue sticks, folder with blank paper, plenty of magazines and newspapers, especially teen magazines.

Understanding goals

- Essential questions
 - Why is it necessary to create a visually appealing publication today?
 - What are the elements of good design?
 - What are the current trends by which we may establish criteria to evaluate an attractive newspaper?
- Critical engagement questions
 - How can we improve our current publication?
 - How can we create a quality design unique to our staff by which we will strive to measure ourselves?

Activities

Activity 1

- Hang the front pages of the Charter Vision, Star Tribune, and USA TODAY newspapers.
- Ask students to identify which one they would rather read. Discuss why and list their reasons in two columns on the board.
- Discuss three elements of design and compare how each are used for "readability" in the papers: text; visuals; white space.
- Show examples of current high school publications with good design and discuss how each uses the three elements.
- Discuss the impact of radio, TV, and the Internet have had in causing publications to need visual appeal to maintain readership.
- Have them do research in the library and on the Internet to locate three newspaper pages, one dated anywhere from the 1920s to the 1940s and

one dated from the 1950s to 1970s, and the front page of their local community newspaper. By using a chart with columns headed text, visuals, and white space, compare the three papers.

- Lastly, show examples of newspapers over 20 years old. Discuss what changes have occurred in regard to the three elements over the years.

Activity 2

- Teach a lesson on the elements of good design.
- Give students a copy of terms and definitions with examples from "The Newspaper Designer's Handbook."
- Discuss the following terms:
 - balance
 - dominant story and photo
 - type faces and samples of styles
 - justification
 - screens
 - modular design and samples.
- Also discuss:
 - the use of rule lines
 - interesting design samples for bylines, logos, folios, standing heads, captions, pull-out quotes
 - sample photo essays
 - and sample dummy pages for good modular design.
- Give students a copy of the Charter Vision newspaper. Have them take a marker and identify elements of design and terms above.

Activity 3

- Put students in groups of four. Give them a copy of the current Charter Vision newspaper and the newspaper design critique below. Have them evaluate several newspapers.

PAGE-DESIGN EVALUATION

A plus (+) is good. An (x) is not.

Date and Issue of Newspaper: _____

- () 1. Balance of visuals on front page?
- () 2. Balance of visuals on rest of pages?
- () 3. Dominant photo on front page?
- () 4. Dominant photo laid out with balance on rest of pages?

- () 5. Consistent headline type throughout?
- () 6. Appropriate/pleasing body type and face throughout?
- () 7. Use of interesting graphics?
- () 8. Use of cartoons?
- () 9. Pleasing modular design with good use of rules? (Not cluttered)
- () 10. White space works pleasingly and is not "trapped"?

Assessment

Have the students select a page from Charter Vision and "redesign" it using desktop publishing software. The new design must adhere to the stylebook created by the class.

Resources

- Harrower, Tim. "The Newspaper Designer's Handbook." (Blacklick, Ohio: McGraw-Hill, 1998).
- Ferguson, Donald L, Patten, Jim, and Wilson, Bradley. "Journalism Today 5th ed.," (Chicago: National Textbook Company, 1998) with accompanying ER (Educational Resources) workbook.
- Emery, Edwin, ed. "The Story of America as Reported in its Newspapers from 1690 to 1965." (New York: Simon & Schuster, 1965)
- The Society for News Design (<http://www.snd.org>)
- The Poynter Institute: "Color in Newspapers: Four Case Studies" (<http://www.poynter.org/Visual/pegiecolor/pegie>)

Incorporating Diversity Into the School Newspaper

Unit Overview and Rationale

As the United States becomes more diverse, so too does the school environment. Good school newspapers, like good professional newspapers, must reflect the changing population of their communities. This is accomplished in two major ways: recruiting a diverse news staff and writing about people from different cultures, races and beliefs. This plan will address the issue of diversity inclusion in the school newspaper. It is the intention that by exposing the students and staff to “diversity stories,” students of varying backgrounds will be encouraged to voice their own issues and stories.

Unit Objectives

During this four-day unit on diversity, the teaching will use class lecture, small group activities, and discussion to:

- understand diversity and its importance to the press
- analyze the diversity of the high school community
- analyze the diversity of the wider local community
- expose the staff to diversity stories in daily newspapers and magazines
- recognize stories in professional newspapers and magazines that reflect diversity
- expose student staffers to journalists of color

Understanding Goals

- Essential Questions
 - Do newspapers have a responsibility to represent all aspects of diverse populations?
 - Does our staff and our newspaper stories and photos reflect our school’s diversity?
- Critical Engagement Questions
 - Analyze stories of diversity with this question: Do these stories cast a positive, negative or neutral light on the group represented?
 - What various ethnic and racial groups are represented in our school and community?
 - How does this compare nationally?
 - Do stories and photos in past editions reflect our newspaper’s commitment to diversity?

Activities

Activity 1

- The teacher will ask student to identify diverse and minority groups in the United States. As students respond, the teacher will write the responses on the board.
- The teacher will then ask students to identify which of these groups is presented within the school population (underline or circle these).

- The teacher will then pass out to students a variety of newspapers and magazines. Each student will receive at least two different daily newspapers and one national magazine. The students' instructions are:
 - Look through the publications
 - Search out stories that reflect a diverse/minority population
 - Find at least five stories of varying length
 - Cut out or photocopy the article, then read the article
 - Write a brief summary of each article and attach it to the article
 - Search for writers that represent a diverse/minority population
 - Each student should find at least five journalists of color. Hint: Use Ask a Pro on www.highschooljournalism.org.
 - List on a piece of paper the names of the journalists, their newsroom positions, their newspaper, and the diverse/minority group he or she represents.

Activity 2

- The teacher will instruct the students to form small groups (three to four students)
- During the first half of class, the students will share their summaries and lists of names with the members of the group.
- The students will discuss/debate the following:
 - What minority groups/populations were represented as writers?
 - What type of stories did these writers cover?
 - Did the writers refer to their "membership" in this group?
 - Was the writer's tone or style evident of this membership?
 - What populations are represented by the stories?
 - Do these stories cast a positive, negative or neutral light on the group represented?
 - Is the group's history or culture given as background information?
 - In what ways did the writer collect background information?
 - What else did you notice?
 - What other questions, concerns do you have?
- Examine past issues of the student newspaper. Asking the following questions:
 - Do the majority of the student newspaper's stories reflect the school's diversity?
 - Do the photos reflect diverse groups within the school community?
- During the remaining time, each group will share its findings with the rest of the class. Ideally, the discussion should lead to a commitment to increase diversity coverage. The exercise might include a plan to recruit minority students through announcements, posters, an open house and ads or appeals for stories within the newspaper.

Activity 3

- The teacher will lecture and discuss the newspaper's responsibility to represent all aspects of diverse populations, then lead a question and answer period.

- The teacher will instruct the students to form groups of four students (different from the previous day).
- The students will review the stories and brainstorm, with the goal of finding “school” stories that are similar to or spin off from the stories they selected from newspapers and magazines.
- Each group will develop a list of at least ten story ideas; two each for news, feature, sports, entertainment and opinion.
- The teacher will make five columns on the board or on long sheets of paper: news, sports, entertainment, feature, and opinion (use different colors of markers).
- The students will list their story ideas under the appropriate column.

Activity 4

- The class will briefly review the story ideas from the previous day.
- The teacher will share some story examples that feature diversity, gleaned from newspapers, magazines and student publications.
- The students will add to the columns if necessary
- The students will each select a story to write for the school newspaper.

Assessment

Students will be evaluated based on my standard point system for stories and deadlines. For example, my students receive points for:

- Setting up interviews and photo shoots
- Using proper interview techniques
- Writing and revising the story
- Incorporating relevant photos, graphics, info boxes, etc.
- Achieving the focus of the story
- Achieving AP style writing, with no errors
- Meeting with section editors for coaching
- Verifying quotes and facts
- Submitting a *suggested* page layout
 - Copy
 - Photos
 - Headlines
 - Cutlines
- Submitting story and photo disk to editors
- Meeting deadline

Grading can be adapted by other teachers/advisers according to their own rubrics.

Recommended Research Sites

[Ask a Pro on www.highschooljournalism.org](http://www.highschooljournalism.org).

U.S. Census Bureau <http://factfinder.census.gov/servlet/BasicFactsServlet>

Understanding and Covering Diversity in Your Own School

Generative Topic

How do minority student journalists recognize, classify, contend with and arm themselves with knowledge regarding diversity issues within their own high school and beyond?

Generative Objects

- "Best Practices for Newspaper Journalists"
- "Respecting All Cultures: A practical ethics handbook for journalists"
- "Symbols of Ideal Life: Social Documentary Photography in America 1890-1950 "
- "The Body and the Lens: Photography 1839 to the Present"

Understanding Goals

- Essential Questions
 - What do minority students need to understand about diversity within their own school?
 - What do minority students need to understand about diversity beyond their school, at the collegiate and professional levels of American society?
- Critical Engagement of Questions
 - What has race got to do with it?
 - What is race and racial profiling?
 - What are the origins of racial profiling?
 - What are the most common forms of racial profiling today?
 - How do students recognize discrimination, prejudice, and racism?
 - What should minority students expect when entering a predominately Anglo-centric university? How have school graduates dealt with diversity in large state universities?
 - Are university quotas good for everyone and why do some universities deny admissions based on quotas?

Performances of Understanding, Rationale, and Time Line

Arming minority high school journalism students with the knowledge to make informed decisions about diversity issues within their own community and beyond is essential in establishing and maintaining equality.

Activities

Activity 1

- Students will be divided into diverse groups of four. The groups will be told to list and describe their own experiences with diversity, discrimination, and racial stereotypes of their own race and others. From the start, students will not be told the topic or why they have been placed into multicultural groups.

- Within student discussion groups, be sure students are using the following ground rules prior to engaging in discussion and description of their own and other racial diversity, discrimination, and stereotypes.
 - Be honest
 - Seek clarification
 - Challenge with passion
 - Be willing to change
 - Stay in the room
- Students are required to record notes and quotes from their fellow group members.

Activity 2

- Require students to write a brief summary of information they learned about their own perceptions of race and how their discussions affected them personally, emotionally.
- Explain that racial profiling and stereotyping has been alive for centuries but became popular in America with the advent of slavery.
- Provide examples of photographic racial profiling from the early 20th century. Show examples of Europeans who were profiled in photographs.
- Ask students to describe ways in which minorities are profiled today.
- Assign two student editors to collect profiling statistics from the Internet on traffic violations, drug arrests and death penalty.
- Assign two student editors to collect minority enrollment statistics on four of the largest universities in the state and compare those statistics with minority enrollment statistics on four universities outside the state's borders. Assign graphics editors to compile statistics and create bar graphs that compare your state's statistics with universities outside the state.

Activity 3: Covering the uncovered

- Assign four staff writers to interview four minority teachers within the school and question them about their perceptions of race relations within the school and beyond the school.
- Assign four staff writers to interview four non-minority teachers within the school and question them about their perceptions of race relations within the school and beyond the school.
- Make certain that all questions are the same and that students have developed a rapport with the teachers they interview.
- Compile responses and create a picture poll using teacher responses to questions asked and answered.

Activity 4

- Assign two editors to contact newspaper staffer graduates who are currently attending four-year major universities within the state. Question students about their experiences and challenges regarding race relations in a predominantly white university.

Resources and references available to assist student reporters:

- Keith Woods' "Covering the Undercovered."
- Assign student editors to combine their interview responses and generate an in-depth news/feature story (minimum 750 words) profiling the diversity experiences of your school's graduates at major state universities..

Activity 5

- Compare and contrast diversity enrollment at two major public universities.
- Contact and interview both school presidents and ask what is being done to increase and foster minority enrollment at both schools.
- Invite both presidents to visit the school's newsroom on their recruiting visits to your high school.
- If presidents don't visit your high school this fall, contact their respective offices and request teleconference interviews.
- Ask specific questions regarding the use of quotas and if the university does not utilize quotas, what are they doing to increase and retain minority students.
- Compile responses of presidents into a news/feature on the state of diversity in your state.

Assessment

Student editors and staff writers will compile all stories, photos, and statistics into a comprehensive center spread special on diversity in post-secondary education. Student work will be assessed according to depth of interviews, ability to access sources, and final copy published in the school paper. Students will be graded on content and structure of their joint project.

Resources Recommended

- "Best Practices for Newspaper Journalists." Robert J. Haiman, The Freedom Forum's Free Press/Fair Press Project.
- "Respecting All Cultures: A practical ethics handbook for journalists." Byrd, Joann. April 2002.
- "Symbols of Ideal Life: Social Documentary Photography in America 1890-1950." Strange, Maren. Cambridge University Press, 1989.
- "The Body and The Lens: Photography 1839 to the Present." Pultz, John. Calmann and King Ltd., 1995.
- University Web sites

How Can We Craft Persuasive Editorials to Make Our Voices Heard?

Rationale

Students, particularly those of minority status and/or from disadvantaged backgrounds, are often frustrated by feelings of powerlessness. These negative feelings can manifest themselves in destructive behaviors or be channeled into more productive exercises. This unit seeks to empower students who are normally silenced and to challenge them to articulate their concerns constructively and persuasively in the form of editorials.

Goals for understanding

- Students will distinguish between fact and opinion.
- Students will identify suitable topics for editorials.
- Students will use a given formula to write their own editorials.

Essential questions

- What is the role of opinion writing in a newspaper?
- What are good topics for editorials?
- How can readers be persuaded most effectively?

Critical engagement questions

- What are the different purposes of different forms of opinion writing?
- What are the "hot topics" our readers are interested in?
- What strategies can we use to convince our readers to see things our way?

Activities

Distinguishing between fact and opinion

- Distribute a handout with a list of 20 statements. Some possibilities include:
 - "Suzanne was an emotionally strong woman who overcame many obstacles in her lifetime"
 - "Suzanne's bout with breast cancer did not stop her from pursuing her professional goals"
 - "Jose ran the Boston Marathon five times in as many years"
 - "Jose performed admirably as a member of the 2004 Olympic team in Athens"
- Students have ten minutes to label each statement as a fact (F) or an opinion (O). Review answers as a class, making the point that under no circumstance should opinions appear in news articles, but that they do have a place in the editorial/op-ed/column section of the newspaper.
 - Define vocabulary words: editorial, op-ed and column.
- Distribute copies of the editorial/op-ed/column section of The New York Times to students. Students attach a Post-It note with the appropriate label (editorial/op-ed/column) to each piece in the section.

- Assessment (class work): Accurate completion of Post-It note assignment.

Brainstorming editorial topics

- Assemble a large collection of publications, including national papers, local papers, newsletters, news magazines and trade magazines. These will be used as references to jog students' memories as to the important and interesting events of the day.
 - Allow students one class period to peruse the various publications and create lists of five possible topics in five categories:
 - things people (your readers) are talking about
 - things people are happy about
 - things people are angry about
 - things people want to know about
 - and things people need to know about.
 - The following class period, group students in threes to share their ideas. Each group of three decides on three topics in each category to record on chart paper and share with the whole class. Charts are posted on the wall and each group shares its ideas. Class favorites are designated with a star and will be considered for inclusion in the student publication.
 - Assessment (class participation): Teacher informally evaluates students on the quality and consistency of their participation.
- **Writing editorials**
 - The teacher selects a topic from the class list with which to model the procedure for editorial writing.
 - The teacher models a procedure for writing an editorial (summary and background, your stance, your solution, evidence supporting your stance, the other side of the story and conclusion), soliciting student input along the way..
 - Each student then selects a topic of his or her choice on which to write an editorial. The selection does not have to come from the class list, though if it does not it must be cleared with the teacher. See this handout for suggestions on structure:
<http://www.highschooljournalism.org/teachers/AuthorArticles.cfm?articleId=191>
 - Assessment (homework & test grade): Students should come to class the next day with a completed flowchart for a homework grade. Class time is spent in writing workshop, and an outline is due the next day for another homework grade. Writing workshop continues for the remainder of the week, at the end of which editorials are turned in for a test grade. They are graded on compliance with the formula, persuasiveness and effort.

Resources

- "Beyond Argument: A Handbook for Editorial Writers," Edited by Maura Casey and Michael Zuzel, National Conference of Editorial Writers, 2001.
- Copies of the New York Times editorial/op-ed/column section

Writing Meaningful Editorials

Overview and Rationale

Journalism students need to learn the process of writing editorials based on sound research. Too often, high school students believe that editorials serve as opportunities to “sound off” on an issue and share their uninformed opinions about it. This lesson gives students essential information on the format/writing process of an editorial, as well as topic ideas that go beyond the school community.

Essential Questions

- What does an editorial look like, and what format does an editorial follow?
- What are the varied purposes of an editorial?
- What research needs to be done in order to create an informed opinion?
- What is the difference between the topic of an editorial versus the angle of an editorial?

Overviews and Timeline

This part of the unit follows a week of introductory work on editorials, including an in-depth study of “professional editorials” (e.g. in the Star Tribune). In this previous week, the students will have studied the characteristics of editorial writing and sample structures (e.g. the lead, the concession, the body, and the conclusion). Also, students would have a good understanding of the interview and research process necessary for writing an informed opinion piece.

Activity One (One 47-minute class)

- Have students get into groups of two or three. Tell them that they will have 10-15 minutes to brainstorm and record as many “hot topics” as they can think of in the time allotted. Ask them to think of issues that their peers would consider important and interesting. Remind them that these issues can be school-related or not.
- When the 10-15 minute period is over, begin to share ideas as an entire class. Choose one student to record the ideas on the front board.
- For the last 10 minutes of class, ask the students if they can categorize these topics according to scope. Hopefully, the discussion (or the teacher) will lead them to categories such as school-based, local, national, and international.
- For homework, have students come up with at least one editorial idea for each of the above categories. The ideas must be original, but can be inspired by the class discussion.

Activity Two

- Explain to students that it is now time to put those ideas into action and write three editorials. Read through the assignment description with the class (see attached “Editorial Unit” sheet) and assign due dates. Once

questions have been answered, students can begin pre-writing and researching.

Assessment

Students will be graded on each of the three editorials. Performance criteria include proper format, creativity of ideas, and evidence of research.

Finding a Voice

Generative Topic

- How to create a feature story and develop individual writing style, thus finding a writer's voice while giving a voice to subject of feature story.

Generative Objects Needed

- Examples can be found in "School Newspaper Adviser's Survival Guide" by Patricia Osborn on pages 203-211.
- Samples of professional features taken from local media sources. Check local newspaper or available magazines for other examples.
- Exercises on writing leads, recognizing common redundancies, using transitions can be found in most journalism textbooks or "School Newspaper Adviser's Survival Guide."

Understanding Goals

- Recognize difference between a topic and a feature story idea
- Discover the natural way stories are told to others
 - Painting a picture with words
 - Finding the nugget when nothing seems obvious
- Learn different ways of creating interesting leads
- Find ways to keep readers moving through the story with use of transitions
- Learning aspects of tight writing and getting rid of redundancies

Activities

Day One

- Activity 1: Students are asked to close their eyes and envision the most interesting thing they experienced over the weekend or summer vacation. Allow about 5-10 minutes of absolute quiet while students work. No talking allowed. This is an individual exercise. The only person allowed to talk is teacher. (It might be a nice touch to add classical background music)
- Activity 2: Divide students into small groups and ask each member of group to describe their "interesting thing" to others in the group. Each person is limited to speaking for no more than five minutes. A timer will sound at five-minute intervals, signaling change in speakers. (This should take at least 20-30 minutes)
- Activity 3: Students return to their desks and are instructed to now put that description in writing. They have 15 minutes to do so.
- Activity 4: Students return to the small group they were in for Activity 2 and take turns reading their descriptions to group members. When finished they return to their seats.
- Activity 5: Class discussion on how many stories sounded the same orally and in writing. What, if any, were the differences between the two? Teacher will guide discussion and incorporate points about the naturalness

of story telling. How we tell the story is what sets us apart stylistically. It is what gives us our own unique voices.

- Were students more natural when speaking about their experiences than when writing about them?
- Why did some feel the need to tell the story differently in print?
(Take remainder of period to do this and could possibly continue at beginning of second day if necessary.)

Day Two

- Activity 1: Discuss feature writing and how it is a natural extension of story telling. The writer must find the "nugget" in their subject and then "paint a picture" with words that will keep readers interested. The "nugget" is what makes the subject of the story worth reading about. It is that special something that sets it apart and makes it newsworthy. Everybody has a story if a reporter listens closely and asks enough questions to find it. The teacher can demonstrate this by randomly selecting a student from class and conducting an on-the-spot interview. Take resulting information and show thought process on board of how information can be turned into a story. Get input or suggestions from students on this. "Painting the picture" is the form the story takes. (This will take about 45 minutes)
- Activities 2: To further explore style have students read example of good feature stories written by other high school students. (This activity will take about 20 minutes or longer depending on how many you decide to read and discuss.)
- Activity 3: Explain roles of features and variety of types of features using examples from your textbook or go to "School Newspaper Adviser's Survival Guide."
- Activity 4: Students must now come up with an idea for their own feature. This will be done individually with a little brainstorming. Teacher should instruct students on difference in a topic and idea when selecting a topic. For example the Iraq War is a topic, but a former student's return from the war is a story idea; teen pregnancy is a topic, but teens putting babies in dumpsters is a story idea.
- Students will turn in a subject for a feature at end of period along with a brief summary of what makes this subject newsworthy. Advise them to look for something new about their subject.
 - Example: We all know smoking is bad for your health, but what new information do you have access to that is not known. If there is not new information on the subject the story is just a repetition of what has already been said and done. Maybe an idea would be new or subtle ways cigarette companies may be luring teens to smoke?

Day Three

- Activity 1: Students will use class time to outline sources for the feature idea selected the previous day. They will prepare a written plan listing

persons they will interview and any printed sources they plan to seek background information from. (Spend about 30 minutes on this)

- Activity 2: Students will break into small groups and present their outlines to members of their group. Group members will then provide input on each individual's plan perhaps adding other sources that may have been overlooked.
- Activity 3: Students will receive instructions on time frame to collect information. Time allowed can be at teacher's discretion. To give a taste of "real world" keep this time frame short. Three to four days to gather information is sufficient. Remind students they will need to manage their time in a way that they are able to obtain information after school as in "homework." This is a good time to incorporate value of deadlines.

Days Four-Six

- Activity: Library or lab time should be scheduled for student during class for the next few days if possible. Students may use this time to do research with help of library sources and Internet access. They may also use time to work on stories. Teacher will roam among students to provide individual assistance where needed. During this three-day period exercises on transitions, redundancies and tight writing can be incorporated each day during first half of class. These exercises are available in most journalism textbooks.

Day Seven: Day of Reckoning: Rough drafts are due.

- Activity 1: Break into small groups and have students peer edit each other's work. (About 40 minutes) Remind them they are not being kind by not pointing out mistakes or unanswered questions in their fellow student's work. Have students first read their papers out loud to members of their group and then exchange and read. Each member of groups must read each story then using editing marks make corrections. When finished each student initials all papers they edited. (Advise student to not mark in a way that makes copy unreadable, use editing marks.)
- Activity 2: Students return to their desks and use rest of class period to work on rewrite process.

Day Eight

- Revised stories due for final grade.

Assessment

- Grading can be done on a daily basis at teacher's discretion. (Daily participation grades, pass/fail on meeting deadlines, rough draft grade, etc.)
- Final paper should count as major grade. I use the 6+1 grading system for final written work. This is a system that was provided to English teachers at my school that I modified a little to meet my needs.
- The result is graded using the following rubric, which is shared with the students:

Ideas and content	What you have to say -- the reason for writing the paper. This is the message. Topic is narrow and manageable.	15 points
Organization	This is what gives writing direction and helps move reader through ideas in a purposeful way. Begins with strong lead and continues with pacing, order and transitions.	15 points
Voice	This is YOU coming through in your writing. It gives writing personality, flavor and style. Only you can give this touch. Honesty is important. Think about reader and use different forms as audience and purpose changes. Ask yourself if you would keep reading if paper was longer.	15 points
Word Choice	Precise and colorful words as well as active a voice are Important here. Keep vocabulary natural and specific -- not pretentious.	15 points
Sentence Fluency	Listen to rhythm of language and read your work aloud To yourself and others and decide if you like the sound. Cut the deadwood; get rid of unnecessary and redundant words.	15 points
Conventions	Edit your work and fix spelling, grammar, punctuation, paragraph, typos and capitalization errors.	15 points
Presentation	Neatness counts. This is how it looks. If handwritten it should not be careless, too slanted, loopy, or tiny. Make your writing inviting.	10 points
		100 points

Careers in Journalism

Objectives:

This lesson plan provides an opportunity for students to interact with professionals in journalism. It hones their research skills and prepares them for interviewing. It also reinforces business writing and oral communications.

Materials:

Students will need access to journalism career descriptions, names and addresses of local journalism professionals, and computers.

Preparation:

- The class should discuss careers in journalism beyond reporting. Many people who major in journalism in college go on to become photographers, cartoonists, advertising sales representatives, graphic designers, broadcasters, public relations specialists, and technical writers, just to name a few.
- Students should also be familiar with letter-writing format and basic speaking techniques.

Procedure:

- Individually or in groups, students will research a career in journalism. They may use Occupational Outlook guides or online resources to find out about training, salary, and job conditions. Students should write a job description report to summarize their findings. Other sources of information include www.highschooljournalism.org.
- Next, students locate a local professional in the field they researched. Students should be encouraged to ask parents, teachers, local colleges, businesses, television stations or newspapers for contacts. When a professional is identified, students should verify his/her name, title, address, and phone number.
- Students will draft formal letters introducing themselves, explaining the nature of the journalism course, and inviting the professionals to speak in class. Have students provide the teacher's name and phone number or email address as a contact to set up a visit to school. Keep an extra copy of the letter for grading and follow-up.
- When the professionals reply, the teacher's job is to arrange the visits. Be sure to provide directions to school, including where to park and check in as a visitor and how much class time will be available to speak.
- The students should call their professionals to set up an interview, whether the professional is able to speak in class or not. Students will write personality profiles based on the interview.
- On the day of the visit, the student will give a brief introduction speech to the class then turn the class over to the professional. This is a good opportunity for the entire class to use their interviewing techniques.
- To follow up the visit, the student will write a thank you letter to the professional and send a copy of the article he/she writes.

Tips:

- Generally, professionals will be enthusiastic about visiting a high school classroom. However, many of them have not been in a school since they were students themselves and may be nervous about speaking in front of a class. Teachers should explain that just because students don't raise their hands at once does not indicate a lack of interest.
- An active learning experience occurs when the professionals bring samples of their work, hand-outs, demonstrations or even lessons. Talk to them in advance about what students have learned already and what would be valuable for them to learn.
- Not all professionals will respond or be able to visit. Particularly, sports writers and broadcasters keep schedules that will not accommodate school hours. In this case, a student may set up a job shadowing experience. If a visit is impossible, the student may still present his/her speech to the class, conduct the interview over the phone and write the thank-you letter.
- Take a photo of the guest speaker and the student together for a wall of fame in the classroom.
- If budget allows, give the guest a T-shirt or mug with your school's name on it. Some television anchors may display it on the news that night.

Assessment:

Students should keep a collection of their work for this project, including:

- Job description report
- Invitation letter
- Personality profile
- Thank you letter
- Notes from the introduction speech

Grade will be based on meeting deadlines, completeness, accuracy, and format.

The Basics of Features and Interviewing

Overview and Rational: Students often complain that there is nothing to write about in school. They feel as if they can do no better than the local paper because nothing happens at school and the newspaper only comes out once a month so that any newsworthy event is always old by the time it is published. Feature stories are one way of showing students that their publication can be interesting and meaningful to their target audience. In this lesson, students will learn about feature writing, especially the personality profile. They will also learn interview skills that will help them to find the real story worth printing. This lesson will take one 90-minute block. Students will have two weeks to complete the personality profile, during which time they will engage in mini- tutorials to learn photo, layout, editing, and revision skills.

Goals:

- Students will be able to find a story where there appears to be no story
- Students will value their peers and colleagues as interesting people with stories to tell
- Students will appreciate their own ability to write interesting stories
- Students will understand how to prepare for an interview
- Students will value the importance of observation

Essential Questions:

- What is a feature story?
- How do I find a good story?
- What does it mean to be a journalist?
- How do I prepare for and conduct a good interview?

Activities

- **Warm up**
 - Quote on board: "Interesting people tell interesting stories"
 - Discuss the idea that everyone has a story to tell, and that it takes an interesting reporter to uncover the interesting stories. The stories that the class will focus on today are features, specifically personality profiles. Student should browse the day's newspaper for examples.
 - Discuss the following:
 - What kind of person was chosen to be profiled?
 - Why were these people chosen?
 - How do reporters or editors make these decisions?
 - How do reporters find interesting stories, where seemingly there is no story?
 - The answer is good interview and reporting skills.
- **Mini Lecture/Discussion:**
 - Good reporting skills equal good observation and listening skills. Good reporting is also tied to good interview skills: knowing which questions to ask.
 - A reporter's biggest mistake is either to go into an interview with no questions or to go into an interview with a list of question and not deviate from the list. A good reporter begins an interview with a set of questions, but knows when to add impromptu questions that will get a subject to continue on a train of thought if it

sounds interesting. Example. Reporter asks "What was the goal of the fundraiser?" Subject answers "We wanted to make the club look good; no really the goal was to earn enough money to help build a new center for migrant worker education" Instead of skipping to the next question a good reporter follows up on the first part of that answer to find out if there was something behind it. "What did you mean that you wanted to make the club look good?" the reporter asks next.

- A good reporter also spends a lot of time looking at the subject as well as the subject's surroundings. It is a good idea to interview a person in their office, classroom or home if possible because a reporter will always learn more about person by watching him in his environment not yours.
- **Mock interview**
 - Have students watch an interview between two people.
 - Discuss what was good about that interview. What could have been better?
 - Based on the mini lecture and what students just saw could they write a set of rules for interviewing? Have them do this in small groups then share with the larger group. Stress importance of background research before an interview.
- **Personality Profile assignment**
 - Introduce the Personality Profile assignment (see the related file to this lesson plan). Students in the class will be assigned another student to interview and write a personality profile about. See assignment sheet for details.
- **Getting started**
 - Now that you have an assignment how do you get started? Before you even go to talk to the person that you have been assigned you need to find out about that person so that you will know some background info and what kind of questions to ask.
 - Where are places to begin? Brainstorm as a class: yearbook, friends, teachers, coaches, siblings, etc. If you were doing an adult you might look on the web or at city hall for additional info.
 - Interview the people surrounding your subject first. Then write up your interview questions for the main interview.
 - All interview questions need to be reviewed by one student and either the head editor or adviser before the interview can take place.

Recommended Reading

- Feature stories as examples of what the students are aiming for such as "A Boy of Unusual Vision" and "Puff Daddy."
- Books by John McPhee and Rick Bragg who are excellent non-fiction writers and craft their essays as good features should be crafted. Joan Didion and Barbara Kingsolver are also excellent non-fiction writers whose craft should be copied.

Making Photo Essays Easy

Overview and Rationale:

This lesson is divided into two parts. Part I is a creative exercise to get students to generate ideas about what makes a good story and a photograph. Part II requires student to then tell a story through photographs, or to create a photo essay.

Goals for understanding:

- Students will recognize the qualities of a strong photograph.
- Students will tell a story through powerful photographs.

Resources and Materials:

- Newspapers and/or magazines
- Old photographs
- Cameras
- Poster board or PowerPoint

Overview and Timeline:

This two-part lesson is designed so that each part could stand on its own. Allotted time will depend on camera availability and class time. Suggested time is 4-5 50-minute class periods.

Activities

Part I

Day 1

Activity 1 (10 minutes):

Before you begin with photos, take the time to help students remember the elements of good story in literature, as well as in journalism. Strong stories include the following elements:

- Exposition
- Setting
- Plot
- Theme
- Characters
- Protagonist
- Antagonist
- Rising Action
- Climax
- Resolution
- Irony
- Foreshadowing

- Flashback

Activity 2 (30-45 minutes):

- Using already published material, have groups of 4 students collect 10 or so photos and assemble them into a story. The results may be silly or serious; the object here is to have students create the story from photos they already have. The students will fix the photos to a poster board according to the story they created.

Activity 3 (15 minutes):

- Their classmates will then try to figure out what story the photos are telling. The group will then share the story they came up with and they will discuss why they chose the photos they did. Save the presented stories for the next session.

Day 2

- **Activity 1 (30 minutes):**
 - Students identify the strongest photos in each story from previous day. In their groups they will generate a list of what they believe makes a good photo. This should get students thinking about:
 - angles
 - Perspective
 - Composition
 - framing
 - lighting
 - emotions
 - details
 - Student will also discuss the following:
 - How they were limited by working with photos that already exist?
 - What photos had they wished were available?
 - Was their story successful?
 - Did it catch attention? Why or why not?
 - Did the photos represent what was really happening in their stories?
- **Activity 2 (20 minutes)**
 - Students will then generate lists of what they think constitutes a good selection or series of photos. This will be the spring board for telling them about effective photo essay elements, such as:
 - varied perspectives
 - varied distances
 - angles
 - changes in lighting
 - Elements of the story that are not obvious to the reader.
 - Focusing on different people involved

- Rule of thirds
- Variety of sizes and shapes of photos
- Dominant photographs
- Find some examples of photo essays to share with the class. One example is: http://www.motherjones.com/news/feature/2002/37/ma_111_01.html
- To find others, use Google to search for “photo essays”. Be sure to point out examples of the above topics.

PART II

Day 3

- Activity 1 (one class period and homework)
 - Here begins the photo essay assignment. Students will choose a story to cover using only photos. They must produce at least 10 photos, and the only restrictions are that they cannot use ANY words to tell a story. (You can add cut-lines to the assignment later.) Depending on availability of cameras, you may choose to have teams of students. Give them a deadline, and specify how you want the photos presented. Some ideas include:
 - Have students compile photos in a PowerPoint slideshow
 - Have students fix photos to poster board

Day 4

- Activity 1
 - Let students display their photo essays around the room. Let the class circulate to try to figure out the story for each collection of photographs. Students will write brief paragraphs about each photo essay. They will also write questions they feel are left unanswered by the photo essay. Allow the class time to share their findings.

Day 5

- Activity 1
 - Each group will discuss their photo essay with the class. Students should be prepared to explain their choices and motivations behind the photos included. They will also note questions and feedback from the class.

Basic Interviewing and Reporting

Unit Overview and Rationale

Basic skills are the foundation of journalism. Students will gain confidence in their abilities and they will become more informed citizens and leaders.

Unit Objectives

Through class lecture, discussion, small group activities, students will develop basic skills of writing, interviewing and reporting. They will demonstrate elements of news through writing and use of journalistic format and style. Students will learn where to locate information and sources, and evaluate those sources.

Understanding Goals

Essential Questions

What are the 5 Ws and H?

What sources are available for my story?

How are interview questions generated?

How do these become part of the story?

What is a direct quote?

What is an indirect quote?

- **Critical Engagement Questions**
 - What makes a good interview subject?
 - What criteria are used to determine the news value of the interview?
 - What criteria are used to test quotes?

Activities

- **Activity 1**
 - Students will label the 5Ws and H from clippings in the local paper. Samples will come from a variety of styles, including news, sports, police crime statistics, feature, and captions.
- **Activity 2**
 - Students will be given a list of facts and quotations on slips of paper. Each student will organize facts and quotations into a story.
- **Activity 3**
 - Students will select a news story from the local paper and label elements in it. The story must be a minimum of six inches in length. The elements to be labeled are lead, body, quotation, and transition.
- **Activity 4**

- Students will write an obituary of someone from pop culture. Names will be drawn from a hat. Examples will include people from modern history, music, film, and sports. Research from printed and electronic media will be used to assist students.
- **Activity 5**
 - Students will write their own obituary. Staff will also discuss a publication policy regarding how a student or faculty member's death will be covered should one occur.

Assessment

- Students will be able to draw a graphical representation of the inverted pyramid, labeling the lead, body, quotations, and transitions.
- Using a daily newspaper, students will cut out news stories and label the lead, body, quotations, and transitions.

Recommend Readings and Sources

- **Associated Press Stylebook.** Eds. Christopher W. French and Norm Goldstein. New York: The Associated Press.
- Cappon, Rene J. **The Associated Press Guide to News Writing.** 3rd Ed. Lawrenceville, NJ: Peterson's, 2000.
- Ferguson, Donald, Jim Patten and Bradley Wilson. **Journalism Today!** 5th Ed. Lincolnwood, IL: National Textbook Company, 1997.
- Rich, Carole. **Writing and Reporting, A Coaching Method.** 3rd.Ed. Belmont, CA: Wadsworth Publishing, 2000.
- Schumacher, Michael. **The Writer's Complete Guide to Conducting Interviews.** Cincinnati, Ohio: Writer's Digest Books, 1993.

Balancing Journalism in Wartime

Unit Objectives

- Students extend ideas; make connections to related topics; analyze arguments; identify an author's stance. They become familiar with public documents; identify social context of documents; examine its appeal to audiences; and identify persuasive techniques.
- Students produce reports and make judgments that are interpretive, analytic, evaluative, and reflective. They support judgments and demonstrate an understanding of literary works.
- By working in groups, students listen to each other's ideas; display appropriate turn-taking behaviors; solicit other comments; offer opinions; respond appropriately; give reasons to support opinion; clarify explanations; brainstorm; problem-solve. They demonstrate an awareness of the media and evaluate its role and impact.
- Students demonstrate understanding of the rules of grammar; proofread; add and delete detail; clarify work; rearrange sentences; and sharpen focus.
- Students evaluate literary merit; identify literary forms; make inferences; and interpret authors' decisions.

Generative Topic

- Exploring the role of the journalist and the press during wartime

Generative Objects

- a dollar bill
- current newspapers

Understanding Goals

- Essential Question
 - How deep should journalists “dig” to get a story?
- Critical Engagement Questions
 - Why is a journalist's job sometimes dangerous?
 - What risks are involved in getting information about war to the public?
 - Why is it necessary for journalists to report viewpoints that others may find offensive?
 - From what government officials do reporters get information about the war?
 - How do journalists prepare for an interview?

Performances of Understanding, Rationale and Timeline

This unit will give students insight into the dangers journalists face covering wars and the ethics involved in reporting information that others may prefer not to read in print. It will also provide a deeper understanding into the complexities of war and introduce students to key government officials involved in delivering information to the press. The unit should take about two weeks.

Activities

Activity 1

- Hold up a dollar bill, and tell students: Patrick Healy, a journalist who has covered the war in Afghanistan, says that money is often the only weapon journalists are “armed with” when they cover wars. Ask: How can money protect journalists when they are facing men with weapons such as machine guns and grenades? Engage students in a discussion about the dangers war correspondents face.
- Who was Daniel Pearl? How did he die? Elicit class discussion. Why might countries who don’t have a free press believe that journalists are “spies” for the government?

Activity 2

- Write on board: According to The New York Times, “37 journalists died in the line of duty” in 2001; another “118 were imprisoned,” and “more than 600 came under attack by beatings, arrests, censorship, or harassment because someone just didn’t like what they wrote.” Why is a journalist’s job so dangerous? Allow time for students to jot down their ideas. Elicit discussion about the risks of writing something that another person may not like to read. Compare it to problems we’ve had with our school newspaper when we’ve reported information others found offensive. Why do we take these risks?
- Point out I believe the 600 figure to be far too low because, even as a journalist who writes features, editorials, advertorials, and reviews, I have been “harassed” by people who didn’t appreciate my views. Share some of these stories with students. Why is it necessary for journalists to take positions that may not be popular? Elicit discussion.
- You may want to consult The Freedom Forum's Journalists Memorial Web site for current information about journalists dying in the line of duty. (<http://www.newseum.org/scripts/journalist/yearBrowse.asp>)

Activity 3

- Read the article, “Daniel Pearl’s Essential Work,” by Ann Cooper.
- After the reading, divide class into small groups to answer the following questions:
 - Why would Daniel Pearl and other journalists risk their lives for information?
 - Why does the author compare journalists to firefighters, police, and soldiers? Is this comparison an accurate one?
 - To what extent does the possibility of earning a Pulitzer Prize have on taking dangerous risks?
- Each group presents its ideas to the class, and students share their thoughts.

Activity 4

- Write on board: Journalist Nicholas D. Kristof writes about covering the Congo civil war: “I was in a plane crash, was chased through the jungle

for two days by rebel guerrillas and caught the most lethal form of malaria. Yet, the rewards of digging up tough, fresh stories made it perhaps the most satisfying journalistic trip I've ever made." How could Kristof find this experience "satisfying"? What motivates journalists to take these types of risks? Allow students time to jot down their thoughts, then illicit discussion with class.

- Read "A Life of Balances," by Nicholas D. Kristof. After the reading, divide class into small groups and have each group answer the following questions:
 - What anecdote about the dangers of being a journalist made an impression on you? Why?
 - In general, should journalists be more cautious when covering war? Or, will being cautious prevent them from getting the story? Support your points with information from the article.
- Each group shares its thoughts and presents ideas to class.

Activity 5

- From what government officials do reporters get information about the war?
- Write on board: If you could ask a government official a question concerning the war, what would that question be? Allow students time to jot down thoughts, then have them read aloud questions and share ideas.
- Read, "War and Destiny: The White House in Wartime," by Christopher Buckley with the class. This article introduces students to government officials involved in supplying information about the war to the press. As the class reads each person's brief biographies and looks at the photos, each person is to consider who might be the best person to answer their questions.
- After the reading, ask students to whom would they address their specific questions and why?
- Discuss.

Activity 6

- Divide students into groups: those who wish to address questions to Donald Rumsfeld; those with questions for Colin Powell, etc. Have each group spend a class session or two scanning newspapers for articles that may contain answers to their questions. At the end of the session, each group should be able to supply the following information:
 - Have any of their questions been answered? Which ones? What are the responses to these questions?
 - Do any of the answers given need to be expanded upon? How might these questions be worded to get a more specific reply?
 - After reading several articles, are there any additional questions for the person you've selected?

Activity 7

- Each group should present its thoughts on the previous day's activity to the entire class, seeing where questions overlap, expanding on ideas, and re-wording questions to be specific and clear.

Assessment

Students have engaged in class discussions and oral presentations. They have presented their ideas and re-evaluated them. The culminating project is to have the groups of students compose letters to the persons they've selected. In these letters, the class should introduce themselves as journalism students and ask the questions they have compiled. This may be done in class and should take a day or two to complete. The proper way to write a business letter should be reviewed. Students in each of the groups will be responsible for revising and editing letters to perfection. The teachers will read the letters carefully, as they will be mailed. Later, when the responses come in, students will evaluate this information and use it to write an article for the school paper.

Resources

Buckley, Christopher. "War and Destiny: The White House in Wartime," *Vanity Fair*, February 2002, pp. 78.

Cooper, Ann. "Daniel Pearl's Essential Work," *New York Times*, February 23, 2002, pp. A15.

Kristof, D. Nicholas. "A Life of Balances," *New York Times*, February 22, 2002, pp. A25.

<http://www.nytimes.com/learning/terrorism>

daily newspapers

The Freedom Forum Journalist Memorial site
(<http://www.newseum.org/scripts/journalist/yearBrowse.asp>)

Transition from Essays to Features, News and Editorials

Overall Objective: Students should understand the basic elements of features, editorials, and news stories. Also, students will be able to identify and understand the difference of these types of articles in comparison to an essay.

Goals:

- Students will understand the difference between essay and features, editorials and news stories.
- Students will understand that features are emotional, “human,” and can sometimes have an entertaining appeal.
- Students will understand that features and news do not contain the writer’s opinion.
- Students will understand that an editorial are opinionated, but educated, view of a subject that interjects the writer’s opinion where he or she can also make assumptions based on factual information.
- Students will understand the basic elements of a feature story, an editorial and a news story (review).

Materials: Copies of newspaper articles that are examples of news, editorials and features.

Activities: (35 minutes)

- Pass out worksheets and have the students take 5-10 minutes to read through the articles. Have the students write two sentences at the bottom of each article, summarizing the point of the piece.
- Write the seven core news values on the board:
 - Timeliness
 - Proximity
 - Impact
 - Human Interest
 - Novelty
 - Prominence/Celebrity
 - Conflict **
- Ask students which article they think is the news article.
 - Is the story unbiased?
 - Does it express an opinion?
 - Remember that the more core values that a story holds, the more newsworthy it is for the readers.
 - Still different than an essay (reminder of differences)
- After telling the students which story is the feature story, have them model the lead of the feature handout.
 - How was it different than a news lead? What is it missing?
 - After reading the story, what do you think makes this article a feature?
 - Longer shelf life.
 - Human Interest
 - Novelty
 - Longer
 - More quotes
 - Feature breakdown.

- “Tease me you devil . . .”
- Tell me what you are talking about
- Oh yeah, prove it!
- Give me something memorable
- Now, have the students model the lead of the editorial.
 - What is different about this type of lead?
 - Look at the rest of the article. Read the editorial example worksheet.
 - What is the point?
 - Is it powerful? Persuade you?
 - Other elements?
 - How different from an essay? (Make sure students understands this concept)
 - And editorial has three basic parts.
 - Introduction – get readers’ attention
 - Body – persuade the reader
 - Conclusion – prompt reader to take action (****very important)
 - In more detail, the SPECS process shows the process of how an editorial should work.
 - State the problem
 - Position on the problem
 - Evidence to support the problem
 - Conclusions of who is affected and how
 - Solutions to the problem – hopefully two (****very important)

Assessment (15 minutes):

- Have the students take each of the three handouts and label them as each as editorial, feature or news.
 - Have the students identify the news article.
 - What makes it news?
 - Is different than an essay for a teacher?
 - Why?
 - Have the students share which one is the feature story first.
 - What type of lead does it have?
 - Does the story flow well with a human or special interest?
 - How is it different from a news story?
 - Finally, have the students identify the editorial article.
 - Does it contain SPECS?
 - Does it make a point?

Have students write:

What I learned today was . . . What surprised me was . . . What I want to learn more about is . . .

Why Read Newspapers?

Generative Objects

- Separate newspaper pages representing some of the following:
- An article about our high school football team
- An article about extending the school year
- A continuing sensational current story
- A breaking report
- A politically-charged item
- A tabloid "extra-terrestrial"-type item

Understanding Goals

- **Essential Questions**
What is a "good" newspaper? Is some information too private to print in a newspaper? Is it easy, or always necessary, to be objective in news reporting?
- **Critical Engagement Questions**
 - What motivates people to read newspapers?
 - What are the differences between a reliable and an unreliable newspaper?
 - To whom do newspapers appeal? Is telling the truth always justified? Who decides?
 - When might it be better to refrain from "telling all"?

Performances of Understanding, Rationale, and Time Line

Newspapers compete with television, computers, school, family and social life for our attention. Particularly for the average 16-year-old in a general course of study, newspapers do not fare well. Students need to be encouraged to get comfortable with this medium, to be informed about the newspaper's goal to get them as consumers, and to find that personal connection that makes the newspaper relevant to them.

While it is easy to get students' attention about articles in local papers involving themselves, their friends, celebrities, and their school team, this lesson aims at challenging that interest to the next level, i.e. discussion by the state board of education to extend their school year or the legislature's debate about the drinking age. Optimally, this unit aims at moving to a more nationally focused interest through yearlong exposure to newspapers and a growing personal connection there as well.

Some of that connection is knowledge-based and power-based. Why read an article about Mexico's controversial new president if finding Mexico on a world map might be a challenge? This one-week unit of four activities is the starting point of a yearlong goal of tying our study of United States history to current events. Hopefully, this will allay students' anxiety about understanding those daily headlines, and even help them become more critical readers.

- **Activity 1**
"What's In It For Me?"
Since it is essential to see the newspaper's personal connection in a hometown paper, students' first assignment will be to bring in the previous day's local paper with five

articles blocked off that they chose to read.

In groups of five or six, students will fill in a teacher-prepared chart of the type of story selected -- local interest, political, club report, sports, entertainment -- and the reason for the interest.

In full class, tally overall groups' selections and question the rationale behind the choices and, especially why certain topics/articles seem to be avoided.

What types of articles were most often selected? Why? What types of articles were generally avoided? Why? What would/could change your decision to read articles outside your normal interest? Can you think of a time when a certain type of article that does not normally get your attention seemed quite important to read?

For an assignment, require each student to poll two adults about their newspaper article preferences. Add that information to the charts to highlight the variety of interests that a newspaper may address.

In class journals, students write a one-paragraph profile of themselves as a newspaper consumer -- frequency of reading, likes and dislikes.

- **Activity 2**

"Why Read When I Can Watch?"

The regional paper will be used for this activity, and the comic's page, sports and classified sections are not used.

Taping a typical evening television news segment, the teacher selects one story that half the class will view. The other half of the class will read a newspaper article about the same story. In a face-off discussion, each side will take turns challenging each other for details and insight into the full story.

In the debriefing, list pros and cons of television coverage versus newspaper coverage of that story. Anticipating that the visual aspect of the television news will be compelling, students may also realize that the newspaper was able to give a more complete story, background information, and provide them access and ability to examine the information "in hand" as opposed to a fleeting TV image.

- **Activity 3**

"Who's On First?"

In an effort to examine reliability of some articles (especially some of the more outlandish tabloid examples selected), prepare the following role-playing: With seven students, prepare a "hall incident" that carries a school suspension punishment. Have the protagonist tell his story, the antagonist tell his, a friend of each should give his rendition, a teacher who happened on the scene should explain the incident, three uninvolved passers-by should tell what happened, and the principal (who was not there) should comment on the event.

For homework, each class member should be the reporter and attempt to write an objective account of the happening.

Read sample reports to class to evaluate for reliability and objectivity.

- **Activity 4**

"Shhh!"

Give small groups teacher-prepared scenarios for news stories, including "factual" material that provides, as part of their coverage, information which may not be appropriate or necessary to publish, such as:

- The name of a rape victim
- The dollar amount of a scholarship
- The weight of a cheerleader
- Someone's SAT scores
- A person's religion
- Family income
- An indiscernible disability
- A psychiatric history

In full-class discussion, debate which of these controversial facts are relevant to include in a news story.

Assessment

Class discussions and group activities are part of the overall class participation requirement. A class journal will have a minimum of entries by year's end, with a rubric set-up that will require several entries focused on newspaper evaluations and changing (hopefully, evolving) newspaper habits.

Resources

- "Educating Americans about Public Issues in an Era of Distrust," Robert J. Blendon
Readings and lecture notes from two sessions listed
- Local and regional newspapers
- Sensational tabloid front pages
- "Jim Lehrer's Guidelines for his Daily Practice of Journalism," memo from Henry Bector.